THE JOURNAL OF EDUCATION

Volume 134 DECEMBER, 1951 Number 9

AMERICA'S OLDEST MAGAZINE FOR EDUCATORS

Recordings Aid Brotherhood

Dorothea Neville

"Everyday Psychology"

Elizabeth Wood and Lewis H. Schoening

Laymen Aid Curriculum Development

R. H. Ostrander

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As we go to press . . .

In keeping with the Christmas season, The Journal presents this month a stimulating article by Dorothea Neville, an eighth grade English teacher at Northport, N. Y. Junior High School. Mrs. Neville, aware that the pre-Christmas excitement would make it hard to get her pupils' full attention for ordinary schoolwork, began a study of religion in American life.

Pupils explained various aspects of their creeds; Christmas hymns were played; the recorded story of Hanukkah was heard; and such elements of Catholicism as the use of Latin in the Mass and the rosary's function were discussed. Thus Mrs. Neville's Christmas present to her pupils was a greatly increased awareness of the many contributions of religion to American life.

The Northport program demonstrates how the schools can help strengthen religion, the foundation on which this republic rests.

"Christmas, So What?" by Lillian Polk contains an attack on Santa Claus by "Junior," adding to the Yuletide flavor.

Our January issue will feature an article by Lee Beltzer, an education student at Syracuse University, which tells of the plan of S. U. professor Roland E. Wolseley to set up a School of Journalism at Nagpur University in India. Professor Wolseley will take a leave of absence to head the new school.

The unusual building trades program at Highland Park, Ill. High School, in which the students construct a house themselves during their senior year, is outlined in another article. Founder of the program and its director for 26 years is Walter E. Durbahn.

We at The Journal would like to wish all our readers a happy and prosperous New Year.

XUM

COLLEGE PUBLICITY

Colleges must have good public relations, if they are to stay in business. So what do they do? Aside from the extra-curricular activities of their presidents and professors, sometimes unimpressive, they rely mainly on athletics and news releases to the press.

Hiring athletes to score victories in football games turns legitimate sport into a sordid kind of competition and dilutes the quality of the college output. The students attracted to an institution by the fame of winning teams may not be those most capable of being educated. But rapid growth may follow the cheering, tuition flows in, and the alumni respond with checks. It solves some problems, but creates others more deeply serious.

Some Ivy colleges go on increasing their prestige without relying upon gridiron success. They still receive attention from sports writers and radio listeners.

Efforts to reach the public mind through news releases to editors would be more effective if better done. To judge from the amount of this so-called "news" that crowds the wastebaskets of this one office, our guess would be that millions of dollars of college money are thrown away each year in postage, paper, printing, and salaries of publicity writers who have little sense of news values, or possibly work for institutions that have little of interest or consequence to be reported. Why not cut the number of releases by omitting the details of faculty promotions, the summaries of meaningless speeches and other trifles, reporting only what might conceivably interest the reading public? This might take more brains and imagination than can be had for what most colleges now pay their publicity agents. But the savings on postage and the dispositions of editors would more than make up the difference.

Over half the incoming mail at this magazine's editorial office consists of publicity material. Less than five per cent of this ever makes our pages. We deserve no special gratitude on this account. Any editor would do that much for his readers.

APROPOS OF TENURE

Security sometimes leads to complacency, even to downright laziness. That has been the main argument against tenure laws for teachers. Opponents seem to fear lest a good many teachers, having security in their positions by three years or so of teaching in one system, may settle down and take life easy.

This must have happened in some instances. Public school authorities in San Francisco evidently saw signs of deterioration in the work of one teacher, whom they recently discharged after twenty years' employment in the system. The charge, "incompetence," is hard to prove, especially if the teacher appeals to a court of law, as is his right—this being the U.S.A. So any board or superintendent may hesitate a long time before deciding to proceed against a teacher on that ground. This was the first time San Francisco had made the venture. But, having mustered up their courage to that point, the authorities were ready to drop several more teachers.

The ultimate test of tenure is what it does for the pupils. If it helps recruit more of the right sort of young people to the profession, as it presumably does, and if it removes one unwarranted cause of worry for them after they have served their apprenticeship, it has been of considerable value to the schools. Only as something for the incompetent or otherwise useless teachers to hide behind is tenure an educational liability.

CURRENT EVENTS

Today we take for granted that the children in any well-taught school in the United States will be informed on what is going on in the world around them. One aid to this important phase of citizenship education is the weekly newspaper of small size, especially edited for children. Several dozen of these periodicals are now available and their combined circulations run into the millions.

Prior to fifty years ago, there was no such newspaper for use in schools. Then an ex-newspaperman happened to visit a classroom in which his daughter was a pupil. To his amazement he found that, while many of the children could

identify the heroes of ancient Greece, only two could name the president of the United States.

From that experience of Charles Palmer Davis sprang the little weekly called CURRENT EVENTS, now one of twenty publications issued for pupils of various grades and interests by the American Education Press of Columbus, Ohio. Mr. Davis launched his enterprise from Springfield, Massachusetts. It remained there from 1902 to 1917, when it was moved to New York City. Three years later it established itself in Ohio, as closer to the center of distribution.

At present there are several competing publishing houses in the field of current history for schools.

Nothing more plainly illustrates the modern trend towards relating education to life. Note that Mr. Davis was a parent, not a member of the teaching profession. Good ideas about education should be welcomed from whatever source.

'MISS JONES TAKE A LETTER'

Big business, we hear, is summoning experts to its aid in improving the quality of the letters and other written and printed material it puts out. Apparently a good many highly-paid executives write to please themselves and do it in a way to cloud the meaning for their readers. They may overestimate the reading level of those whom they address, as one literary consultant suggests. But the chances are they don't give much thought to their audience.

To simplify one's style is an art demanding practice. Business men should study the efforts of tabloid newspapers to play down to a clientele of limited comprehension.

Business letters as such can be improved in many respects. All good secretaries know there are frequent mistakes in grammar which they can usually correct without the boss noticing.

As educators, we needn't worry too much about the literature of big business, other than its advertising, which so generally makes us ask if the children we tried to teach are really so dumb as to fall for this. Cigarette makers blow smoke in our eyes. Soap vendors circle us with soap rings. Patent medicines fill us with dope.

We must not dismiss all advertising as plain superfluity, for our economy would soon collapse if advertising were to stop. Can't we, though, teach the next generation to demand that its eyes, ears and brains be treated with more respect?

HOMEWORK vs. STUDY

Two words that once were virtually synonyms seem to have fallen apart. A high school girl, when asked if she was prepared for the day's classes, said that she had done her *homework*, but not her studying. Further questioning yielded the distinction. Homework is something you are required to write out and hand in as evidence that you wish to pass. It may or may not be glanced at by the teacher. There is something to your credit, though, if you are on the borderline between grades, if you are a faithful hander-in-er of this written stuff—this busy work. Studying is what you do to learn, to understand, and perhaps to recite about.

Antirecitationists will cry out against a school so "backward" as to maintain the recitation system. But there are many such schools and they may not be so black as they are painted. The point we feel rather strongly should be stressed is that something very deplorable is happening if the scribbling of pages in a notebook is allowed to encroach upon the time of teen-agers to the crowding out of that effort at mastery which leads to real learning.

Capable students should be freed from meaningless tasks and encouraged to do something with their brains.

ON PREPARING A SPEECH

The time-honored debate over which came first, the egg or the hen, may never be settled, for want of reliable witnesses. As between words and ideas, however, the chances are that ideas, or at least objects, came first.

Confusion over this is perhaps the reason why so many speeches and writings, especially on education, are more weighted with words than with ideas.

An editorial writer, about to enlighten his readers, had typed the word "The" and was mulling over what should follow when a reporter happened along and rudely looked at what had been written. "That's too definite," he commented dryly.

To avoid saying anything definite or to obliterate the subject at hand, merely dig up a lot of words and let go, straight from the shoulder. Fill your voice with conviction. Include a scattering of old jokes and—you may fool some of the people, even yourself.

Pupils Explain Their Religious Beliefs In Novel Northport Christmas Project

RECORDINGS AID BROTHERHOOD

Dorothea Neville
Junior High School, Northport, New York

Early in December, the members of my 8A English class were already a-tingle with the anticipation of Christmas. In our integrated social-studies-and-English curriculum, activities for the unit, "Our People," were almost finished. Student reports had been given on the contributions of various nationalities to American culture—to costumes, foods, music, art, literature, science, and education.

Achievements of outstanding Americans of foreign birth or parentage had been discussed. But we had made no mention of one of the most important areas of American culture—religion. How to approach the subject? Any study, activity, or project initiated during this period of pre-Christmas breathlessness had better be good. Otherwise, the best that I could hope for would be bored compliance; the worst, outright revolt. But—what better time than December, the month of Christmas and Hanukkah, to consider the place of religion in the lives of our people?

To introduce the subject, I asked the boys and girls to report upon Christmas preparations in their churches. Both Protestants and Catholics spoke eagerly of choir practice; some of pageants and cantatas. I inquired if any student knew of a Jewish religious festival in December, but since no children of the Jewish faith were in this group, no one seemed very familiar with Hanukkah. An enthusiastic response greeted my offer to play a recording[1] of both the Hanukkah and Christmas stories.

Songs Delight Pupils

After hearing the interesting story of the Festival of Lights and the gay, lilting Hanukkah songs, the pupils had many eager comments, such as: "I had heard of Hanukkah but never understood it." "A friend of mine showed me presents he received for Hanukkah."

I suggested that we list some of the many question that came in rapid fire. At this time I also handed them copies of Florence Mary Fitch's book, *One God, The Ways We Worship Him,* calling attention to the pictures of the Hanukkah festival. Typical questions were: "The recording said that eight candles were lighted, but this picture shows nine. Which is right?" "On what day are presents given for Hanukkah?" "Do you know any more about the dreydl, the top mentioned as a Hanukkah toy?" "Do the candles burn continuously throughout Hanukkah?" "About what time in history did the events told of in the record take place?" "Who were the people who took the temple away from the Jewish people?"

For future reference we made separate lists of other questions which came tumbling forth, such as: "What is Bar Mitzvah?" "Why do people of the Jewish religion light candles for the Sabbath?" "What is the Sabbath in the Jewish religion?" "Once I heard about a little scroll being placed outside the door of a Jewish home. What does this mean?"

We then considered the best means of finding answers to our questions. One pupil suggested that because no student in the class was well-informed on the Jewish religion, we invite Ann S. from 8B to visit our class and answer such questions as she could. Several pupils set to work immediately looking for information in *One God, The Ways We Worship Him.* Some questions I answered at once, believing it important to supply information while class interest was high.

Hear Christmas Story

After promising students that on the next day they would have an opportunity to hear recordings of Hanukkah and Christmas hymns, as well as a Christmas legend, I closed the first lesson by playing the Christmas story recorded on the reverse side of "Holiday Time." Some additional information was of-

1. International Recording: "Holiday Time"—The Stories of Christmas and Hanukkah, Bureau for Intercultural Education, New York.

fered by both Catholic and Protestant children, since all were familiar with the story of the birth of Christ.

On the following day, before playing the recording of the traditional Hanukkah hymns in Hebrew, I explained that throughout the world for thousands of years some portions of the Jewish service have been read in Hebrew; that no matter where a Jew lives or what language he speaks, the use of Hebrew reminds him of his membership in the Congregation of Israel. One pupil referred to the use of Latin in the Catholic Church, and our discussion revealed that Latin, the language of ancient Rome, reminds Catholics that the Church is old and sacred, that it circles the earth and needs a universal language.

The pupils listened intently to the Hanukkah recording. One pupil remarked, "Except for the language, they sounded much like the hymns in my church." They were also delighted with the recordings of the traditional Christmas carols[1] which followed.

I announced that our next recording would be an ancient European folk tale, "The Juggler of Our Lady,"[2] translated from the French version written by the famous story-teller, Anatole France. A Catholic child explained the meaning of "Our Lady." I indicated that the scene of the story was a Catholic monastery many years ago. At the same time I made it clear that this was a folk tale, not a factual record of any religious service.

1. Columbia Records: Christmas Carols, Lyn Murray Singers.
2. Decca No. 357: A Christmas Gift, The Story of the Juggler of Our Lady.

Because questions and comments following this recording seemed to reveal a particular interest in monks and monasteries, a Catholic child offered to prepare a special report from *One God, The Ways We Worship Him.* I had noticed that some students seemed amused when Barnaby was given a *cell* in the monastery, so I suggested that some one look up the derivation and meaning of "cell." In answer to the question, "What is a rosary?" a Catholic girl offered to bring her rosary to class and explain its meaning.

Other questions which disclosed an interest in confirmation were answered by both Catholic and Protestant children. One girl described her first Communion ceremony. A Protestant child portrayed a candlelight service in her church. Interest was shown in the custom of a head covering for women in the Catholic church and for men in Jewish synagogues. I explained that these customs of respect were found in other phases as well; for example, in the British House of Commons a man covers his head when addressing Parliament.

Common Thread Seen

Gradually the questions began to indicate a growing recognition by pupils of common elements in all religions. One such question was, "Why are candles so prominent in all religious services?" The students found that answer without my help and were pleased when they all agreed that candles, once necessary for illumination, are now retained as symbol of God, the Light of the world.

At our next meeting, keen interest was aroused by Ann's explanation of Bar Mitzvah, *mezuzot,* the Menorah, and the Sabbath. She showed the class her gold Star of David pendant, and stated that some believe its origin is found in the shield of King David, although this is uncertain. Ann, in her turn, was interested in the other reports presented by Catholic and Protestant students on aspects of their religions.

Discussion next day developed from the story of the chaplains Fox, Poling, Washington, and Goode and the Dorchester disaster in World War II. This inspiring story of four men of God — Jewish, Catholic, and Protestant—helped to emphasize the common beliefs and ethical teachings of the three ways of worship. I regret that I did not then have at hand several film strips which are available for a study of this type.[1-2]

To leave our interesting study when there were so many things we still wanted to know seemed most unfortunate, but Christmas vacation was almost upon us. At our final meeting, the boys and girls wrote their answers to my question, "Do you think our study of the different ways we worship was worthwhile? Give reasons for your answer." Some of the statements follow.

"I think this study was very interesting because I have often wondered about the 'Festival of Lights' and many different things in other religions. The class learned a great deal, I am sure. I learned what a rosary

1. "American Religious Holidays"—Freedom Film Library.
2. "The House of God," Anti-Defamation League of B'Nai B'rith, 20 West 40th Street, New York 18, New York.

was and where the word originated. The Star of David is very unusual and so is its origin. Placing the scroll on the door of Jewish homes was very impressive to learn. Studying and understanding the different ways of worship makes us more friendly toward each other."—*Welford Castleman.*

"I think that our study about one God was interesting. I learned that it doesn't make any difference what religion we are because we all worship the same God. Don't be trying to beat up someone who doesn't go to your church, because he worships the same God you do."—*Evelyn Pavlik.*

"I think our study was worthwhile because if someone had a wrong twist in his mind about another person's religion, he would no longer make a joke out of it after our study. Also the members of our class who may have had a hate against any of the religions probably no longer have it."—*Frank Hubbard.*

CHRISTMAS, SO WHAT?

Lillian Polk
Fair Park High School, Shreveport, La.

Every teacher who has her English classes write those annual Christmas stories knows the formulae the students follow:

(a) The cripple who wants Santa Claus to make him happy on the last page.

(b) The pale little girl with yellow hair and blue eyes who never owned a doll—but who gets one.

Here's the one that broke the pattern.

* * *

This is the story of Junior, the apple of his mother's eye, the light of her candle. Outside of the family he was known as "that brat." On Hallowe'en he would break windows, turn in false alarms, start fires, and shave all the cats in the neighborhood. At his last birthday he set a big firecracker in the birthday cake, and tied a cat to the leg of a table which held his aunt's prize antique lamp. Then there was the time he poured his father's bottle of gin into his aunt's glass instead of water.

Well, it was Christmas Eve and little Junior was safely tied to his little bed. He was sound asleep when he heard a noise in the living room.

"Now what could that be?" he said to himself, as he slowly cut the ropes that secured him to his bed.

He slipped out of his room to the family arsenal. He selected an old horse-pistol, and started toward the living room.

Suddenly he slipped and fell down stairs, landing at the very feet of Santa Claus.

Quick as a flash Junior was on his feet. "Santa Claus," he yelled at the top of his voice, "Is it really you?"

"Yes, you dear boy!"

Then Junior went to work.

He never had forgiven Santa for not bringing him that bicycle last year.

—By Edgar Carter, Jr.

Learning to Manage Money

Teresa F. Billings
Sherburne Central School, Sherburne, New York

Management of money is always a problem in the primary department. Pupils bring money for school lunch, school savings, music lessons, pictures, March of Dimes, Red Cross, etc. The second grade children were losing their money, giving it away, or forgetting to bring it.

A committee of three was chosen by the class to find out how the local bank managed money. The children decided to have a bank with a manager, cashier, and teller.

On a narrow table, six feet long, we placed a cardboard carton. We cut two holes and fastened bars over them for windows. Small candy boxes with the pupils' names on them were arranged in alphabetical order on book shelves behind the cashier and teller.

For a week we counted toy pennies, nickels, dimes, quarters, half-dollars and dollars. The cashier kept the "money" sorted and balanced. Since then we have used real money. The children keep their lunch money, tickets, etc. in the safe deposit boxes.

The bank books are kept by the cashier. Every Tuesday

(Continued on Page 252)

Real-life Problems Are Discussed
In Minnesota Psychology Course

"EVERYDAY PSYCHOLOGY"

Elizabeth Wood
Guidance Counselor,
Winona, Minnesota

Lewis H. Schoening
Director of Guidance,
Winona, Minnesota

For some time there was a felt need for a psychology course for seniors in the Winona Senior High School. It was to be a course that was not on the college level or even considered as fundamental psychology in an academic sense. The purpose of starting such a course was to provide a study of everyday living with oneself and the ones about him; thus the name, "Everyday Psychology," was adopted.

In 1947-48 the first class was organized as a part of the guidance department with an enrollment of 25 seniors. Because there was, at that time, so little psychology written for high school students in textbook form, it was decided to organize the course on a unit plan and search out appropriate book chapters and magazine articles as background material. Since the beginning of the course, several psychology books have been purchased that might well be adopted as texts. However, it was decided that a text might detract from the need for extensive reading and class discussion, so instead of adopting a single text, a classroom library has been developed. The library shelves include many different reference books, plus current magazine articles, pamphlets, cartoons, and other materials. In addition to the source materials the students are encouraged to read outside and discuss in class any articles dealing with the unit being studied.

OBSERVATION of pre-school children, showing clearly the individual reactions of the children to the noisy arrival of Santa Claus: one indifferent and absorbed in his drawing; two cautiously interested; one frightened and turning to the girl with whom she came.

Five Units

The course of study, as revised for the fifth year of the class, consists of five major units taught in the following order: Personality, Our Emotional Life, Our Personality Adjustment to Society, Thinking and Learning, and Family Life.

Each unit is introduced by discussing what the members of the class already know about the topics included in the unit. Mimeographed questions and suggested reference readings are given to the students at the beginning of each unit.

Although some class time is given to study, the major part of the time is spent in discussion. In each unit students are assigned a major report on a related topic. This gives a good

coverage of the material to everyone, including students who do a minimum of outside reading. For one class period for each unit the students are asked to write personal interest questions on an unsigned slip of paper. The class members and teacher carry on a discussion centered around these questions. As a projective technique, these questions and answers give the teacher much insight into the personality problems of the students.

In 1951-1952, there are 71 seniors enrolled in "Everyday Psychology." This number is divided into two sections and taught by the two senior high school counselors. The class is handled as a big family situation. Students are encouraged to offer their own emotional and social problems as source material for discussion and study.

Pre-School Children

One of the annual classroom projects is the observation of pre-school children. Three or four children are invited to visit the class. The class members entertain the children and watch their reactions to the social environment of the class, their awareness of each other, and their stage of emotional development.

Another classroom procedure is the use of a number of films relating to emotional problems, family life, and vocational adjustment.

During the year, three major field trips are planned and taken by the students in the two psychology classes. The objective of these trips is to make more meaningful the study of mental illnesses, handicaps, and social maladjustments. All trips are on a voluntary basis, but all of the students participate in at least one, and most of them go on all three trips. Places visited include the Hastings State Hospital (mental), Red Wing Training School for Boys, Stillwater State Prison, University of Minnesota class and campus, Dowling School for Crippled Children, Minneapolis-Honeywell Regulator Company, and these state institutions at Faribault: School for the Deaf, Minnesota Braille and Sight Saving School, and the Minnesota School and Colony (feeble-minded).

The close association of the class with the guidance and testing facilities makes it possible for the members of the "Everyday Psychology" class to use a number of tests.

Student interest in the course has been developing faster than it is possible to provide teaching personnel.

We feel that this course has made great strides toward fulfilling the needs of the students. We hope that the students enrolled in the course have acquired the ability to understand better both themselves and other people.

School Solutions

The new salary schedule put into effect earlier this year in the public schools in Battle Creek, Mich., is explained in a letter from Virgil M. Rogers of the office of the superintendent of schools to *The Journal of Education*.

Mr. Rogers relates that the schedule, which applies to teachers, consultants, and administrators was the product of cooperative planning on the part of all educational personnel working closely with the Board of Education. Some aspects of the pay scale have been talked over with parent groups.

"Our salary schedule not only recognizes professional growth and the opportunity for advancement within the school system over a period of years, but it also recognizes the need for maintaining a high professional morale within the instructional staff," said Mr. Rogers.

In addition to a minimum starting salary of $2,800 for teachers with a bachelor's degree and $3,000 for those with a master's, the schedule provides a maximum of $4,400 and $4,700 for those teacher brackets. Sabbatical leave on half pay after six years' service is established.

"Teachers also may take maternity leave, study leave, rest leave or exchange teaching leave with other states or foreign countries. This exchange leave does not interfere with the teacher's status with reference to position, tenure, or salary.

"The annual increase is $100. We have regular, careful evaluation of work, but no effort is made at merit rating or any other form of specific ratings of teachers. All of this has contributed to high professional morale and a splendid working relationship within the professional family of our city school system."

LAYMEN AID CURRICULUM DEVELOPMENT

R. H. Ostrander
Superintendent of Schools, Mineola, New York

R. H. Ostrander, now Superintendent of Schools at Mineola, New York, tells of the effective program of teacher-layman cooperation which was developed during his tenure in the same position at Oak Ridge, Tennessee.

"IN CONFERENCE" is the Parents Advisory Council of the Oak Ridge, Tennessee, Public Schools.

A school draws its strengths or weaknesses in large part from the community that it serves." "As understanding grows, schools improve."[1] Thus did a committee of fourteen point out the importance of increasing the understanding which laymen have, of a program of good education.

The task of increasing lay understanding of the educational program of their schools has been the greater because of the diversity of backgrounds of the people of Oak Ridge. The transitory nature of the residence of sizeable numbers of them has added to the problem. The professional staff has accepted responsibility for taking the initiative in developing greater comprehension of the work of the schools and in providing opportunities for lay participation in many phases of school activities.

In attempting to increase this lay understanding and at the same time to encourage wide participation by laymen in the development of the educational program, members of the staff have identified certain fundamental principles of action which have implications for wider application:

1. *In an organization administered democratically, no one person can take credit for accomplishments.* It cannot be too strongly emphasized that only teamwork will bring tangible results in promoting understanding of what schools are doing and trying to do. Laymen are quick to sense unity or lack of it on the part of the various groups and individuals on the professional staff.

2. *The ways of creative democracy are not easy. He who would be a real leader in a democratic society must be prepared to begin again and again, frequently at the same point where he first started.* This point has been brought out over and over again as those in leadership positions have worked with combined lay and teacher groups. A person who seems to have clear understanding of an issue on one occasion may reveal in subsequent discussions that his thinking was not basically or permanently influenced at all.

3. *It cannot be too greatly emphasized that parent and teacher understanding are closely connected.* If the teachers have a thorough understanding of modern education, they will be better able to help parents understand its goals and methods.

4. *It is a mistake to take for granted that either teachers or*

1. Metropolitan School Study Council, **Public Action for Powerful Schools. New York: Bureau of Publications, Teachers College, Columbia University, 1949.**

laymen have complete understanding of a particular issue. Roy E. Larsen, Chairman of the National Citizens Commission for the Public Schools, has ably stated this principle for his own profession:

> There is an old saying in my trade—the strenuous and infinitely fascinating trade of magazine publishing. I think the saying applies to a good many laymen of education. The saying is that you should never underestimate the reader's intelligence and never overestimate his knowledge.[2]

5. *Teachers and principals who have strong faith in membership on a united team are more confident, dynamic personalities, better able to explain their aims and methods understandably to parents and others.* All activities of the school administration designed for bringing laymen closer into educational thinking and planning need to be carried out with one eye to members of the staff of the schools. Every effort made to inspire confidence on the part of co-workers has paid dividends in terms of better teamwork.

6. *Teachers and administrators need to give parents a feeling of complete acceptance as members of the team planning for the education of their children.* One of the major pitfalls encountered has been the tendency for laymen to align themselves on one side of a room with the teaching staff on the other, both literally and figuratively The barriers between the two groups have had to be torn down before cooperative, constructive group thinking and action have been effective. Capable, objective-thinking lay leadership has been a major factor in overcoming difficulties of this type.

7. *Frequently laymen encouraged in freedom of expression will raise and settle issues of major importance without the professional educator's having to do more than set the stage, as it were, for democratic participation.* Laymen, accustomed to working with issues in education, have brought forth both major problems and tentative solutions. Frequently, the problems have assumed a less serious role than would undoubtedly have been the case had only the educators tried to solve them. One notable example of a serious issue of this type involved racial relations.

8. *Participation in planning and conducting a public program centering around a particular phase of the curriculum may bring much greater understanding and appreciation to a greater number of people, than printed or spoken words could ever do.*

9. *Projects accepted by but a slight majority with strong opposition may create almost as much ill will as good will.*

10. *Laymen can make valuable contributions to the development of the school curriculum.* Their aid can take numerous forms. Desirable ones include assistance in establishing goals and in evaluating the progress toward these objectives. Parent-teacher study groups, advisory councils and evaluation meetings with representative laymen have proved beneficial.

11. *Once the goals are agreed upon the technical competence of the professional staff needs to be recognized.* While there is a place for cooperative student-layman-teacher planning, it is essential to the attaining of best results that all concerned accept the professional educator as a person who brings a high degree of technical competence to the learning situation. Representative laymen, quite appropriately, however, should have a part in evaluating the results.

12. *Men and women from all walks of life, accustomed to participation in matters educational, constitute the real hope and strength of democracy.* As non-school personnel (parents, other adults, and students) have been brought increasingly into the thinking and planning for the education of the pupils of the Oak Ridge Schools, it has been thrilling to observe improvements taking place. Once such group action has begun to function effectively it is difficult to understand why we in education did not seek the help of groups of laymen earlier.

2. "The Laymen and Public Education." An address delivered at the 1948 Annual Meeting of the New England School Development Council held in conjunction with the Annual Harvard Summer School Conference on Educational Administration.

Learning to Manage Money

(Continued from Page 248)

morning the teller puts the bank books on the pupils' desks. As each pupil arrives at school, he brings his book and money for the manager to record the amount of money on the passbook. The cashier and teller managed the Red Cross and March of Dimes drive with 100 per cent participation.

The parents and teachers are pleased with the progress made by each pupil in managing and handling his money.

ARE WE TRAINING PARROTS?

Eva A. Moore
Royal Oak High School,
Royal Oak, Michigan

How can we train in the fundamental communication skills students who believe that the idea underlying any piece of writing must be both "great" and "moral"? Miss Moore grapples wittily with a problem confronting every teacher who has ever dealt with young idealists.

The class in American literature had been meeting an hour a day for two weeks. I had been attempting, as one among several aims, to get the students to discover the author's idea, rather than simply to retell the selection.

Then came a day when I encouraged questions about or objections to what had been going on in class. One student started the discussion by the statement that he did not believe all writers had a great idea. Another felt he was supporting that objection by saying, "Not all writers have a moral." A third added, "Often they write for *money*."

It was apparent that the class felt that an idea must be great, must be moral and can never be coupled with the desire to be paid. It was true that not all of what we had been discussing was great. Much of it was amoral. (I hope not immoral!) Some of it was purely for enjoyment and had paid the writer well. (I too like the idea of being well paid!)

It was equally apparent that these students found no connection between communication—that is, writing for readers—and communicating something.

All Talk Meaningful

All of us have listened to conversations that were chiefly social noises. We have heard sermons and speeches that were beautiful periods of diapason at full stop. We have felt our minds lulled (or dulled) to sleep. Yet even such talk conveys an idea; in the first case, "I want to be agreeable"; in the second, "All's right with the world" or "What a fine fellow I am!"

To emphasize that words are for the purpose of communicating something, I asked one of the objectors to give me a sentence that said nothing. That was an easy win for me, but the class still felt that if it were an idea it should be both GREAT and MORAL.

I attempted to explain that to name an author's idea, that is to tell what he says about what or whom, is not to judge that idea. We are only naming his thought. Of course, we have the right to say whether we agree or disagree with him or with anyone else as to the value of his idea. We may wish to take action in harmony with our opinion of the value of his idea, but first we need to know what his idea is.

Lest you think it mere child's play to find an author's idea, and so not worth class time, see what idea you find in each of the following: *Israfel* (Poe); *The Minister's Black Veil* (Hawthorne); *The Declaration of Independence* (Jefferson); and *I Never Saw a Moor* (Dickinson). Shall we agree as to what the main idea is in each of these readings? Let's not take the second step, judging that idea, until we see if we can agree as to what that idea is.

Is the idea in *Israfel* that earth would be a more satisfactory dwelling place if our universe were such that each of us could create perfection here? Is the idea of Hawthorne in his story of the New England minister that all of us wear an impenetrable veil through which our true selves cannot be discerned by others? Is Jefferson stating that rebellion is an approved action if those who rebel believe they have just causes for their act? And Dickinson—is she claiming that faith takes the place of proof?

Headline Test

If you are not an English teacher, try the same test on the headline articles of today's newspaper. Match your idea with that of your neighbor as to the meaning of the writer. Does he say we are winning in Korea? Losing? Moving around? Does he say the action in Korea was taken under the authorization of the United Nations Security Council? Or the

General Assembly? Or the United State Congress? Or—? Who has said what about the Korean situation?

Are we, in school, working effectively to train pupils in the clear expression of and the clear understanding of an idea? Don't throw the red herring of semantics at me. Of course, meanings are confusing. That means only that the job is more difficult, not that it should be given up. Are we trying to teach better communication of ideas? Or are we only teaching more sound and fury?

I am assuming for the purpose of this discussion that the modern confusion about ideas, the hazy idea of what is being heard or read, is the result of a complex world and teaching that is not yet sufficiently skillful. However, it is possible that there are individuals or groups who gain from the confusion of the people. If such groups do exist they are all the more reason why we should train for better thinking about and expression of ideas.

What training in regard to ideas do we give children in school? What ideas are in our curriculum? Does it furnish them only those ideas about whch they should have unanimity of opinion? Does it give them training in expressing clearly ideas they abhor? Do we raise the ever-present problem: to what extent does the author approve of or abhor this idea? Under what circumstances?

I believe it is essential for children and adults to be able to state an idea in qualified terms before they begin to judge it. Certainly the children in our school and we adults who also are still learning, must be able to judge ideas; but before we begin the judging process, we must know quite clearly what the defined issue is.

We abhor the glittering generalities fed people by Communists. We bewail mass education, and wisely, most wisely; but many of us teachers seem drugged to accept mass indoctrination by textbook, by newspaper, by movie, by airwave.

Indoctrination by Machine

Some time ago, I was impressed by a clever little gadet described in Huxley's *Brave New World.* Under each sleeper's pillow was tucked a little talking machine. All night long it said softly into his ear whatever refrain the dictator wished him to believe. The soothing monotony of that lullaby wafted him to sleep. Having heard the words frequently, the sleeping listener accepted them unquestioningly.

The idea has occurred to me that perhaps a great deal of the education given in schools and in the big communication businesses is using just such a full-time device. Do we know what we believe, or do we simply parrot back written or much-heard phrases?

A Lesson in Socialism

As a teacher in the public schools, I find that the socialist-communist idea of taking "from each according to his ability," and giving "to each according to his need" is now generally accepted without question by most of our pupils. In an effort to explain the fallacy in this theory, I sometimes try this approach with my pupils:

When one of the brighter or harder-working pupils makes a grade of 95 on a test, I suggest that I take away 20 points and give them to a student who has made only 55 points on his test. Thus each would contribute according to his ability and—since both would have a passing mark—each would receive according to his need. After I have juggled the grades of all the other pupils in this fashion, the result is usually a "common ownership" grade of between 75 and 80—the minimum needed for passing, or for survival. Then I speculate with the pupils as to the probable results if I actually used the socialistic theory for grading papers.

First, the highly productive pupils—and they are always a minority in school as well as in life—would soon lose all incentive for producing. Why strive to make a high grade if part of it is taken from you by "authority" and given to someone else?

Second, the less productive pupils—a majority in school as elsewhere—would, for a time, be relieved of the necessity to study or to produce. This socialist-communist system would continue until the high producers had sunk—or had been driven down—to the level of the low producers. At that point, in order for anyone to survive, the "authority" would have no alternative but to begin a system of compulsory labor and punishments against even the low producers. They, of course, would then complain bitterly, but without understanding.

Finally I return the discussion to the ideas of freedom and enterprise—the market economy—where each person has freedom of choice, and is responsible for his own decisions and welfare.

Gratifying enough, most of my pupils then understand what I mean when I explain that socialism—even in a democracy—will eventually result in a living-death for all except the "authorities" and a few of their favorite lackeys.

A letter from Thomas J. Shelly, teacher of Economics and History, Yonkers High School, Yonkers 2, New York.

The Citizens' Corner

Margery W. Steer

SO MANY MEETINGS!

How many hours a year do I spend going to meetings? Why do I go? Is it time wasted or well-spent?

Such questions as these must occasionally trouble the thoughts of many persons who find their calendars crowded with community meetings of various kinds.

People go to meetings for various reasons. No doubt a few are just interested in some way of killing time; meetings give them something to do. The rest go for entertainment, for sociability, for self-improvement and a chance to learn something, or for the planning of group action of some kind. (The attendance records of meetings featuring refreshments lead us to suspect that some also go for food!)

But still another reason for attending meetings—particularly parents' meetings—is suggested by a young correspondent, age 13 years, who wrote the National Citizens Commission for the Public Schools as follows:

> "In my school there is a 'Parents' Group. I find that in some cases the parents just try to satisfy the children by going to meeting after meeting, and not paying any heed to the meeting itself. I think that if we could get the parents' and the public's interest we might get somewhere."

Children are keen observers and merciless critics. Community organizations, including P-TA groups, should take note of two points implied in this youthful writer's frank comment:

(1) Dull meetings are a waste of everyone's time.

(2) Once interest is awakened, a community or an organization is apt to "get somewhere"—and not until then.

Good meetings are the result of thoughtful planning in advance. Generally speaking, those who attend them find an opportunity to *get* something and to *give* something.

Aims of Scholastic Magazines

To increase pride and faith in our American heritage, in American democracy and in the freedoms that have made our nation great.

To develop understanding of current affairs and encourage responsible participation in civic life.

To help students acquire knowledge and skills in geography and history, government and economics.

To develop use of language skills for effective daily communication: speaking, reading, writing, listening.

To encourage good reading habits and an appreciation of the beauty and power of creative expression in all the arts.

To develop respect for the dignity and worth of individuals and peoples of all lands, races and creeds.

To develop effective work habits and guide students in choosing the vocation for which they are best equipped.

To convince students of the value of a good education for a successful and well-rounded life.

To develop respect for productive work and inspire students to create goods and services for their fellow men.

To help students learn to think straight and give consideration to the opinions of others.

To promote desirable social attitudes and relationships within the family, the school, and the community.

To develop mental and emotional maturity, to form desirable traits of character and high moral standards.

To encourage students to learn and practice sound health and nutrition habits.

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Your Textbook Reporter

The Retarded Child

Material of interest to teachers, psychologists, pediatricians, and social workers will be found in *Educating the Retarded Child*, which describes the theories and methods now applied after a half century of experiment in coping with this important problem.

How these handicapped children are classified and instructed in special classes, in schools for nursery through high school, and given post-school assistance, is fully stated, and procedures in departments and subjects are suggested. Small classes, emphasis on studies calling for motor activity, and watering down of requirements are all indicated. Sympathetic and resourceful teachers are most essential of all.

Many school systems have yet to awaken to the responsibilities implicit in this book.

EDUCATING THE RETARDED CHILD. Kirk and Johnson. Houghton Mifflin, Boston. $3.00.

Macmillan Readers

Suppose we dip into this carton. It contains a bewildering assortment of books and pamphlets. All these basal readers, preparatory booklets, workbooks, and supplementary readers spell plentiful delight for first graders and their teachers. For we have an entire library of reading experience, excitement, practice, and all the rest, planned exclusively for use in a certain order, so that the words of one book may be repeated and added to in the next. The teacher is enlightened on such points at the end of each book.

There are illustrations gay and galore, as you would expect.

The writers and editors must have had great fun playing millionaire, as their publishers gave the signal to spare no expense. Better watch out or the six-yearlings will know as much more than their elders as they already think they do.

THE MACMILLAN READERS. Gates, Huber, Salisbury. Macmillan Company, New York.

English Is Seen a Key to Happiness

The role of English in the total school program is stressing in *Teaching Secondary English*, a comprehensive handbook for prospective teachers. This volume outlines the modern trends in the teaching, speaking, and writing at the secondary level.

The implications of the growth of mass media on the thinking of all Americans are examined in one of the many special features in the book. Others include a discussion of the much-neglected art of critical reading; the meaning of semantics to the English teacher, and the uses of personal adjustment.

TEACHING SECONDARY ENGLISH. John J. DeBoer, Walter V. Kaulfers, and Helen Rand Miller. McGraw-Hill Series in Education. New York City. $4.00.

Language Teaching

The newer concepts of teaching English have now passed through a sufficient period of what the doctors call "clinical experience" to be fairly well settled for a while at least. These newer concepts and ways of implementing them are admirably presented in *Teaching Language in the Grades.*

Naturally the emphasis is on oral English, because that is where language power starts to develop and is most used throughout life. In fact, the entire clue to language instruction appears to be that it follow nature instead of trying to dictate arbitrarily what shall be taken up each day to satisfy some scheme or syllabus. The book is therefore as much a study of the growing child, his world of interest, and his language needs, as it is a book of method. Yet the methods are there in abundance. Many photographic illustrations and samples of children's work combine to render this book appealing to the eye. For the teacher who would follow the child as well as lead him, here is valuable know-how.

TEACHING LANGUAGE IN THE GRADES. Mildred A. Dawson. World Book Company, Yonkers. $3.80.

Work Experience

The first complete survey of distributive education and its branches has just been issued by the Ronald Press Company. Titled *Work Experience in the High School*, the book covers distributive education, in school work plans, community work programs, high school cooperative projects, cooperative office practice training, and diversified occupations.

For the administrator who is considering setting up a work-study program, this book should prove a useful guide. Not only does it trace the practical steps in establishing, operating and evaluating such a program; it also treats the qualifications and duties of the work program coordinator and details specific procedures he will need in dealing with students.

WORK EXPERIENCE IN HIGH SCHOOL. Ivins and Runge. The Ronald Press Co., New York. $4.75.

Mental Hygiene

Uncommon sense plus the latest psychological insights have gone into the making of *Mental Hygiene in Teaching*, a book for every teacher concerned with better human relations in the classroom. If the authors' aim is realized, readers will grasp certain basic principles, translate them into practice to help strengthen children emotionally, and will, as a result, find greater satisfaction in their work.

Practical classroom applications of techniques for dealing with human behavior are given and common problems faced by teachers analyzed. A section of the book is devoted to special problems — parent-teacher relations, children who need more help than the teacher can give, the teacher's own problems and the limitations of mental hygiene in education.

MENTAL HYGIENE IN TEACHING. Fritz Redl and William W. Wattenberg. Harcourt, Brace & Co., New York. $3.50.

THE NEWS DIGEST

Hoover Raps Bureaucracy

KENMORE, N. Y.—Addressing an audience at the recent dedication of the Herbert Hoover Public Elementary School here, the ex-president warned that "control of American education must never be surrendered to the Washington bureaucracy." Mr. Hoover told the nation's youth that those who "venture into the battle of the competitive world" and not the "leaners on government or searchers for security" will take over the leadership posts "as time hands over the world to the coming generation."

While not ruling out federal aid to schools in destitute areas, Mr. Hoover made it plain that there should be no strings on it. Federal control, he implied, would endanger the foundation of local government.

Negroes Battle Capital Segregation

WASHINGTON, D. C.—A group of Negro parents won the first round in their battle against segregation in schools here. The Supreme Court gave two district judges 30 days to show why a special three-judge tribunal requested by the Negroes should not be appointed.

The case centers around the refusal of school authorities to admit four Negro children to Sousa Junior High School, which is reserved for whites.

The parents based their case squarely on the claim that racial segregation of school pupils is unconstitutional.

Survey in Falmouth

FALMOUTH, Mass.—A comprehensive study of this community's schools is now being done by the center for field studies of Harvard's Graduate School of Education. Cost is expected to come within a few hundred dollars of the $9,500 appropriated for the purpose.

Professors' Council Assails Ohio Speech Control Rule

CHICAGO—The Council of the American Association of University Professors has charged that the action of Ohio State University trustees in screening campus speakers "encroaches upon the effectiveness of free speech and inquiry for students and faculty."

In a resolution, the council asserted that the "trustees' action was subversive of the functions of a free university in a free society."

The trustees in September passed a regulation requiring that all campus speakers must be approved by the university president, Dr. Howard L. Bevis. The rule was passed after the appearance on the Ohio State campus of Dr. Harold O. Rugg, left-of-center Columbia University professor emeritus and textbook author.

Two Columbus newspapers, the Ohio State Journal and the Dispatch, attacked Rugg's appearance, as did Gov. Frank J. Lausche and Senator John W. Bricker. The rule passage followed.

From now on, before anyone can be invited to speak on the campus or off it, under university auspices, he must first be screened for loyalty background. In clarifying the rule, Dr. Bevis explained that no one who is known to be disloyal to our government will speak; this, he said, would mean only a small percentage of proposed speakers would be found objectionable.

In a quick followup to the "gag" rule, President Bevis notified the faculty that the trustees, at their meeting September 4, had decided that all questionnaires prepared by an individual employed by the University and directed to students, staff, faculty, or public should be submitted first to him for clearance.

Among those assailing the "gag" rule are Bishop Michael J. Ready of the Roman Catholic Church, Columbus; Methodist Bishop Hazen G. Werner; the Ohio State Faculty Council; and the conference committee of O. S. U.

On the other hand, the Ohio State Dispatch declared editorially: "The fundamental issue is whether or not the schools and the school children of the United States, a capitalist country, shall be indoctrinated with socialism by a minority of strategically situated teachers who sincerely believe in the idea of a collectivist society—and who are seeking by every means within their power . . . to bring this about."

McCormick's Yacht To Be a School

PROVIDENCE, R. I.—Dr. Harold W. McCormick, administrative assistant on New York City Superintendent of Schools' William Jansen's staff, has hit on the unique idea of using his brigantine Madalan as a "floating university."

Count Felix von Luckner, the famed Sea Devil of World War I, along with his wife, are associated with Dr. McCormick in the new venture, which will include training in steamship and navigation as well as a chance to get acquainted with the people of the countries to be visited.

Cooper Union Head Offers School Plan

NEW YORK CITY—A new school program which would concentrate the six years of junior and senior high school in a four-year "middle school period" to be followed by two years of pre-professional junior college education has been offered by Dr. Edwin S. Burdell, president of Cooper Union. Following this six years of study, the student would enter his year of military training at the age of 18. The seven years 19-26 would be spent in graduate and professional education and in internship.

Three "sociological" advantages

Legislators Improve Retirement Systems

Improvement of the teachers' retirement systems, either by widening the coverage or by increasing the amount of the benefits was one of the trends found in the 1951 state legislative sessions, recently concluded. The retirement systems were improved in St. Louis and Kansas City in Missouri; in chicago; and in the states of Delaware, Connecticut, and Nebraska. Wyoming's teacher retirement law was repealed and reenacted in a form more favorable to the profession.

In Arizona, another forward step was taken in the fight against segregation. Segregation formerly was required in elementary schools and permissive in high schools. The change provides that in both elementary and high schools, segregation is a matter of local discretion.

In Colorado, the retirement system was extended to all districts where there is no local system, and a pension of $75 a month was set up for all teachers with 20 years of service in the state who are at least 65, retired before July 1, 1962, to be paid as long as they remain residents of the state.

To cope with the serious problem of school construction, Georgia established a state building authority with power to finance new buildings in an amount equivalent to $200 per teacher per county.

New York took the lead in the matter of salary increases, boosting minimum salaries of teachers $500.

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claimed for the plan by Dr. Burdell are: the earning capacity for marriage and establishment of a family would be possible at age 26 instead of 28 or later as at present; the community would receive professional services sooner; and the facilities for professional education would be less heavily burdened.

Carmichael Raps Schools' Failure

NEW YORK—"The failure of the schools to discover and develop the special talents of youth" is responsible for probably the "greatest single waste of the nation's manpower resources," Dr. Oliver C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, declared recently in a talk at the Statler Hotel. Dr. Carmichael attributed the failure to a lack of adequate means for detecting special abilities.

The educator declared that other manpower difficulties were caused by sickness, accident, failure in human relations, and poor social and emotional adjustment.

"Perhaps the weakest link in the educational system," he suggested, "is the lack of adequate guidance of youth in the choice of a vocation." Dr. Carmichael charged that relatively few schools make use of the aptitude tests already devised.

School Beating Law "Unconstitutional"

CHICAGO, Ill. — A two-year-old state law protecting school officials from assault by irate parents has been declared unconstitutional by Judge Daniel A. Covelli in Criminal Court. Judge Covelli upheld a defense motion that the statute amounted to special group legislation in voiding the conviction of Howard Kray, 36, for an assault on J. Lewis Winegarner, superintendent of the Markham public schools.

Des Moines Spurs School Construction

DES MOINES, Iowa—The Board of Education here has proposed a school building program to cost about $18,000,000 which will necessitate an additional appropriation of $12,000,000 to go with the $6,000,000 on hand. New central facilities for mass physical education are one of the big elements in the proposed program. A raise in the schoolhouse tax levy from 1½ to 2½ mills is contemplated to put more of the program on a pay-as-you-go basis.

The school board in the Stockton School District in California has begun an $8,800,000 construction project which includes three elementary schools, a new high school, and numerous additions to existing buildings.

Teachers Warned of "Shortage" Danger

PORTLAND, Me.—A warning that military manpower demands and the lure of high salaried defense jobs were likely to slash huge gaps in teaching ranks unless immediate steps were taken, was sounded by Miss Waurine Walker at the 49th annual meeting of the Maine Teachers Association.

Miss Walker, representing the National Association's Commission on Teacher Education and Professional Standards, listed these "inescapable" obligations of the profession:

1. "We must insist on discriminating selection of prospective teachers.
2. "We must continue our professional growth in service.
3. "We must discipline our membership."

Warning that schools would be unable to win the war "if they are staffed by baby sitters," Miss Walker declared there was need for teaching standards "so high that they challenge the finest of young people."

Chicago Inducts a New Chancellor

Stressing the role of the free university in maintaining the free world, Dr. Lawrence A. Kimpton addressed a throng of nearly 2,000 persons in Rockefeller Memorial Chapel on the occasion of his recent induction as chancellor of the University of Chicago. In July, 1943, Dr. Kimpton joined the Metallurgy Project at the University of Chicago and later became the chief administrative officer.

He continued to administer the atomic bomb project after he became Dean of Students and professor of philosophy.

Teacher Examinations Slated for Feb. 16th

PRINCETON, N. J.—The National Teacher Examinations, prepared and given each year by the Educational Testing Service, will be held at 200 testing centers throughout the U. S. on Saturday, February 16, 1952.

At the one-day testing session, a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine optional exams, designed to prove mastery of subjects to be taught.

The teacher can obtain advice as to which exams he should take from the college which he is attending or the school system in which he is seeking employment.

Registration forms, and a bulletin describing test procedure and containing sample questions, may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Education Testing Service, P. O. Box 592, Princeton, N. J. Completed applications, accompanied by the necessary fee, will be accepted by the ETS office in December and through January 17.

Serious Teacher Shortage Plagues Britain's Schools

LONDON, England — Serious teacher shortages are making it difficult for the British to implement the 1944 Education Act, which provided for smaller classes, improved teaching, and raising of the permissible age for leaving school.

By 1954, when the full force of the swollen birthrate will be experienced, 20,500 more teachers will be required, and by 1960 when the increased numbers will have been shifted to the secondary modern and grammar schools, 10,000 additional graduate teachers will be required.

The magnitude of the task to be accomplished is easily seen from a look at the ratio of pupil to teacher in 1950. More than half of all senior classes had more than 30 pupils, and more than a third of all junior classes had more than 40 youngsters.

Larsen Sees Public Schools As Freedom-Winning Weapon

PLYMOUTH, Mass. — Public schools were pictured as a weapon for the preparation of the minds of youngsters—a weapon which might "finally win our freedom and the freedom of a large part of the world," in a recent speech by Roy Larsen, president of Time, Inc. Mr. Larsen outlined the work being done by the National Commission for the Public Schools, of which he is chairman.

The chairman constantly emphasized the importance of citizen action in behalf of the public schools. He said the local citizens groups which form the Commission should serve for public relations in interpreting school needs to the public; for study of school problems and rising school costs.

Pointing out that we are outnumbered by our enemy, Mr. Larsen concluded: "It is good brains and an educated citizenry that will win the battle."

Elks Aid Palsied In Passaic County

CLIFTON, N. J.—Forty-nine cerebral palsied children, thanks to the Passaic County Elks, are now receiving training in a spacious, modern school in Clifton. Five days a week the children, who formerly had to depend on their parents or private tutors for their schooling, are taught on an individual basis. Each class is limited in size to 10 pupils.

Three Elks' lodges in Passaic County raised the necessary funds for construction of the school.

Federal Aid Given

NORTHFIELD Vt.—Norwich University was one of the institutions to receive federal aid for its building program recently. The Federal Housing and Home Finance Agency has granted Norwich a loan to construct a new dormitory, largely because all students there are trained to become Army officers.

Workshop Is Held

QUINCY, Mass.—Talks with school and city officials and trips to places of historic interest were features of the first teachers' workshop held this year just before school opened, in the Quincy, Mass. public schools. A greater understanding of the workings of the system on the part of both teachers and administrators was the aim of the three-day workshop, a program directed by Loretta McHugh, Quincy educational consultant.

Connecticut Pupils Study Alcoholism

HARTFORD, Conn.—The complex emotional disorders that give certain people an uncontrollable craving for alcohol are explained fully to pupils in high schools in Stratford, a suburb of Bridgeport, and in Hartford. Pupils in "Social and Family Living" courses are told of the 12 steps in the Alcoholics Anonymous program of rehabilitation. Why alcoholics usually are deficient in B vitamins, why they react in an exaggerated way to alcohol and some of the approved methods of therapy are explained in student literature.

Schools in Mississippi, Oregon, Utah, and Alabama are employing the Hartford program with some variations.

Jersey Cities Seek Greater State Aid

NEWARK, N. J.—A determined effort to obtain a sizable increase in the annual appropriations by the state for aid in the 542 school districts is one of three aims of the Big Cities State Aid Committee. The group also seeks a thorough review of formulas for distribution of aid under the Pascoe-Armstrong Act and development of public support for new taxes to finance expanded appropriations.

Widespread dissatisfaction with the Act, which the cities maintain results in a disproportionately low allotment of funds to urban areas, led to formation of the committee.

XUM

Here and There in the News

• *A Batavia, N. Y.* school teacher was in the odd position last Fall of reporting daily to the Morganville School to be greeted by vacant seats. Charging that the distance to the school was too great, parents arranged for their children's attendance at LeRoy Central School, but the educational laws required that Mrs. Willis C. Worthington appear daily at the school.

• The responsibility of American public schools for informing youth about religion is being studied by the American Council on Education under a $31,616 grant from the Rockefeller Foundation. The project is being directed by Dr. Clarence Linton, on leave from Columbia U.

• Pupils in six secondary schools in the *London, England* area will be exposed to half an hour of educational pictures every afternoon for four weeks in May.

• It is planned to transmit lessons to schools over the entire national network by the end of 1954 if the first experiment is successful.

• A *University of Michigan* coed last semester was the first woman in campus history to take a crack at becoming an officer in the regular Army by taking reserve training. Miss Franziska Isbell, a dental school freshman, joined an ROTC unit and can become an officer in four years.

• The *Allagash, Me.* Board of Selectmen chairman, John (Bud) Gibson, 31, is one of three fathers who were enrolled in the junior class at Fort Kent High School last Fall. The others are Norman McBreairty and Percy Jackson. The men, all of whom were forced to quit school early for economic reasons, have nine children between them.

• The average pay for school teachers in the U. S. during the fiscal year 1950 was $3,080, according to a report issued by the Office of Education of the Federal Security Agency in *Washington, D. C.*

• American kids who think they have a long hard school day should take a look at the Soviet satellite of *Rumania*, where the average university student gets up at 6:30 a. m. and continues till 8 at night; two nights a week they have long political meetings which begin at nine o'clock. Dreary periods of political indoctrination come twice a week in the afternoon.

• Two teen-aged British students lost some of their misconceptions concerning the United States during a year which they spent in preparatory schools and in traveling around the country. The students, Paul Nicolson, 19, of London, and John Allen, learned that not all Americans had flashy cars, wore gaudy ties and cowboy hats, acted like underworld characters, or owned bulging bankrolls.

The Britons found Americans "a wonderful, friendly, and generous people." They made known their ideas at a tea held at the English-Speaking Union in New York City.

• More than 2,000,000 boys and girls have taken driver education courses in U. S. public schools since 1947, according to an announcement by Julien H. Harvey, manager of the accident prevention department of the Association of Casualty and Surety Companies, New York City. Mr. Harvey revealed that nearly 10,000 students in private and parochial schools in 22 states have received such training since 1950.

• Some coeds at the *University of Maryland* are living in an old officer's barracks because of overcrowding. The 62 girls moved in a few at a time as the various departments which had previously occupied space in the building moved out.

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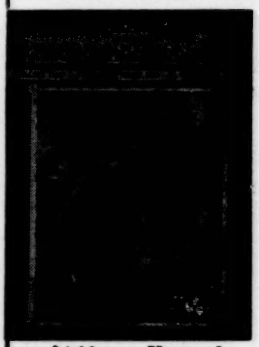

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